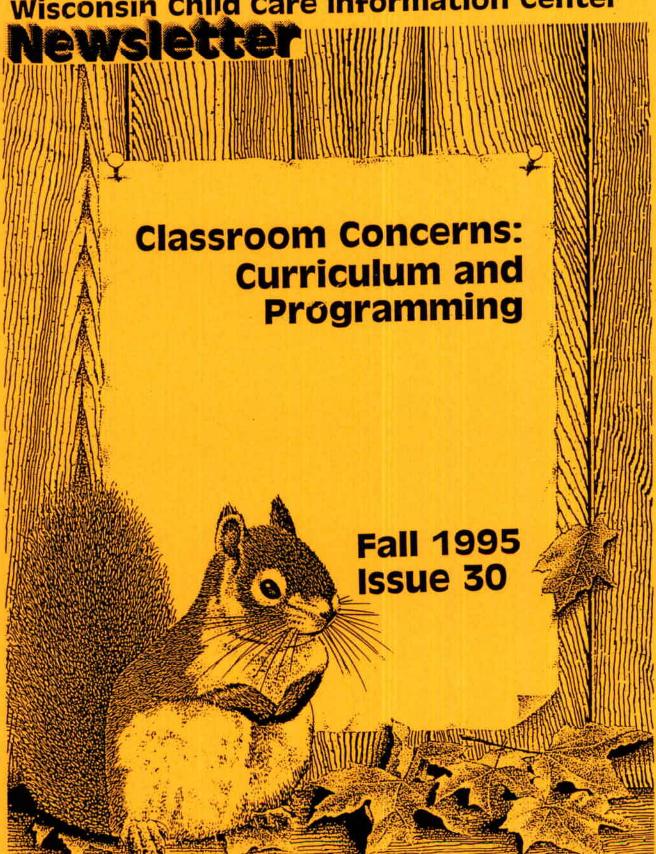
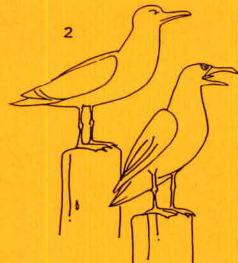
Wisconsin Child Care Information Center





What is Curriculum?

"Reeling and Writhing, of course, to begin with,"
the Mock Turtle replied,
"and the different branches of Arithmetic-Ambition, Distraction, Uglification, and Derision."

-Lewis Carroll, "The Lobster Quadrille".

Curriculum? Educators' opinions vary as to what it is. Some look at the books and materials used in teaching the child as the curriculum content. Others include the method of instruction in their definition of curriculum. And still others consider curriculum all things impacting the child's development, from environment to the lunch menu. This more encompassing definition is the most suitable to child care and early childhood education where every aspect of the child's day concerns us. The curriculum lasts from the time the children arrive in our care until they leave. And each new day, they bring additional curriculum to the group by virtue of living a "life-outside-child-care". But in order to plan a schedule that can be referred to for repeat performances, we record the core curriculum information of books, materials, and methods. Sandwich these between goals and evaluation and the basic lesson plan outline is in place. The goals (or the-why-do-l-want-to-do-this and what-good-is-it-supposed-to-do) and the evaluation (the what-really-happened-here and do-l-want-to-do-this-again) are the road maps of planning your lessons and lesson linkages.

Lesson planning is the time for trouble shooting; anticipating where discipline will break down, where help will be required, how much time will be used if the project is targeted to the proper age and stage of the child and/or group, what questions will best prompt the desired responses, what are the desired responses, how will the group move on to the next activity, etc. A planned lesson means time saved when doing the lesson; the children stay focused on the task before them if the distraction of organizing has been accomplished beforehand. When planning the lesson goals, one also plans the questions for evaluating the lesson; how will you know whether the lesson has been a success or not. Evaluating a lesson critiques it for later use, like a good recipe easily identified by the amount of smudges and notes marking the spot in the cookbook. Experienced teachers carry many "recipes" in their heads and can modify the ingredients as they proceed through a lesson, adapting to the group, its nature, and the responses that individualize the day. Reflection can produce adjustments that improve the success of the lesson. Ironically, by being more prepared, one can be more flexible. Preparation includes building a knowledge of child psychology and development, not just a list of activities to do. And the prepared teacher who has foreseen the various routes of behavior predictable in a known group will also find flexibility a given...

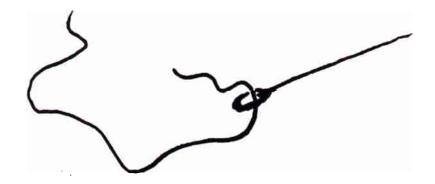
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The Wisconsin Child Care Information Center is a project sponsored by The Office of Child Care

The Bureau for Children, Youth and Families Division of Community Services

Wisconsin Department of Health and Social Services.



I had the children in the palm of my hand. We sang together all their favorite songs and I felt like Snow White with all the little forest animals doing my bidding. Then I asked them sweetly, "Would you like to come sit here by me?", indicating that they should sit at my feet by sweeping my hand toward the rug I stood on. As though by unanimous vote, the group of five-year-olds rushed to the opposite side of the room and climbed onto the windowseat, crying "NoI" as they hurried to find a spot to eagerly await my reaction to their inventive response. They had done exactly what was appropriate for them. After a restful activity, they had needed action, not another pay-attention-position. I had asked a question and they had answered.

In order not to lose control of the group, I needed to quickly adjust to their playful mood, while also meeting their need to stretch and move before the next lesson. I stretched my hands high above my head and clasped them together. "I am a needle. I have a long thread though my eye." I made the oval my joined hands created conspicuous by turning and bending it so all could see. "This is the eye of the needle, but my thread is so-o-o fine it is invisible." They were listening to the story now, knowing they were going to become involved soon. "I am going to string beautiful pearls onto my thread, making the finest necklace EVER made. It will be very long. And no pearls will touch another because that might damage them. I will take only the best pearls for my necklace and they will follow me on my string."

The children needed no more instructions than that. They waited as I proceeded to act the part of a needle choosing each child to join in a long line of now quiet, gliding children as we wove our way about the classroom, sometimes on our toes, sometimes bowing low, until we finally came to the rug, where I led them around its edge, creating the circle I had wanted in the beginning. Then we sat down. "What a fine necklace, we have. All the pearls are shiny and bright. Each pearl has its own space and does not touch the ones next to it..."

And so, after the teacher had learned <u>her</u> lesson in presenting choices and planning for the unexpected, the next lesson could indeed begin.

-Lita Kate Haddal, editor

Contents of Issue 30:

| Editorial | 1 |
|-------------------------------|-----|
| Articles to Keep | 4 |
| More Items to Keep / Calendar | I 5 |
| Books to Borrow | 16 |
| Audiovisuals to Borrow | 21 |
| "Promises" | 24 |
| Resources Elsewhere | 25 |
| Ideas | |
| Next Issue Topic | 28 |
| Ordering Information | |





Articles To Keep

Every child enters the classroom in a vehicle propelled by that child alone, at a particular pace

and for a particular purpose.

Here is where the fair study of children begins
and teaching becomes a moral act.

-Vivian Gussey Paley, The Boy Who Would Be a Helicopter.

Professionalism and Teacher Education

- 1. Bringing Light to the Darkness: A Tribute to Teachers. Karen Stephens. Young Children, January 1994. "Being the light for children who are warm, open, enthusiastic, and loving is easy. A teacher's greatest challenge is to also light the way for children who protect their wounds with an armor of unattractive, sometimes repelling, behavior."
- 2. That Which Is Essential Is Invisible to the Eye. Fred M. Rogers. Young Children, July 1994. Excerpts from Mr. Rogers' keynote address at the 1993 NAEYC annual convention in Anaheim, CA. "Those of us who are in this world to educate to care for- young children have a special calling: a calling that has very little to do with the collection of expensive possessions but has a lot to do with the worth inside of heads and hearts."
- 3. Show and Tell Those Theories! Anastasia P. Samaras. Day Care and Early Education, Fall 1994. Cooperative nursery schools, where teachers work with parents, can be challenging workplaces. The stresses of daily management can obscure a teacher's educational theories or allow little time for sharing them with parents and assistants.
- 4. Teaching in the Twilight Zone- A Child-Sensitive Approach to Politically Incorrect Activities. Susan M. Corbett. Young Children, May 1994. Children like coloring books. Boys like to be macho. How to allow for the pleasure of these activities and still teach children a broader behavior pattern.
- 5. Reflection is Essential in Teacher Education. Eunhye Park Han. Childhood Education, Summer 1995. Teacher educators must not only supply survival tasks for developing teachers in preservice time but help them begin a lifelong practice of self-assessment and personal housecleaning by reflecting on their philosophies and practices.
- 6. Emerging Issues in Early Childhood Education, Parts 1-3. Alice Sterling Honig. Day Care and Early Education, Spring, Summer, Fall 1986. Ten issues that affect the work of caregivers of very young children, including, the purpose of early childhood education, profession vs. job; theoretical framework for child development work; classroom delivery of programs, individuals or group; prosocial skill building; teacher/parent cooperation; and political issues.
- 7. Basing Early Childhood Teacher Education on Adult Education Principles. Elizabeth Wadlington. Young Children, May 1995. How teacher educators can develop relevant lessons that teach teachers-to-be to think critically, reflect, and self-propel. Basic principles of adult education, the implications they carry and the teaching strategies the implications, in turn, prompt.
- 8. Going Back to School: The Butterfly Emerges. Lyn Zembrod. Texas Child Care, Fall 1994. The amount of formal education obtained by caregivers gives a strong prediction of appropriate caregiver behavior. Wide range of tips for going back to school, e.g., where to ask about financial assistance and how to relax before an exam.

- 9. Mister Rogers' Neighborhood- As Affective Staff Development for Teachers of Young Children: A Story of Conflict, Conversion, Conviction, and Celebration. Renee Alda Marazon. Young Children, July 1994. Teachers can learn appropriate practice by watching "Mister Rogers' Neighborhood" along with the children in their care and using the Mr. Rogers' Plan and Play Book as a training manual. (available to borrow from CCIC)
- 10. Managing Teacher Performance While Walking Around. Kay Albrecht. *Child Care Information Exchange*, March/April 1991. Directors: Acting on information gathered while making the rounds of the center can positively impact program quality and staff satisfaction.
- 11. Teachers Need Developmentally Appropriate Practices Too. Sue Vartuli/ Brenda Fyfe. Young Children, May 1993. Defines many varied aspects of and motives for assessing teacher performance. A professional development and evaluation process that reflects current understandings of early childhood and classroom practices. The evaluation system is based less on judging the "what is" and more on nurturing the "what could be" by also providing the teachers with options, choices and strategies for growth.
- 12. Giving Presentations and Workshops. Duane A. Whitbeck. Day Care and Early Education, Spring 1989. Steps to take in preparing for, presenting and evaluating a presentation.



■ Remember that lots of positive relationships and lots of positive communication between the caregiving adult and the individual tyke are the core of character development and are the "core curriculum" for infants, toddlers, and two-year-olds.

-Polly Greenberg.

Curriculum Guidelines

- 13. Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 to 8. Young Children, March 1992. A position statement of the NAEYC and The National Association of Early Childhood Specialists in State Departments of Education.
- 14. Joining the Quality Circle: Developmentally Appropriate Practice in School-Age Care. Kay Albrecht, Ph.D. *Child Care Information Exchange*, 1/93. Seven key ingredients to achieving high quality care for school-agers and youth.
- 15. Full-Day Kindergarten Programs. Dianne Rothenberg. ERIC Digest, May 1995. The increase in single-parent households has contributed to the popularity of all-day, everyday kindergartens. Characteristics of effective full-day kindergartens and research on the effects on children.
- 16. The Changing Family Context: Implications for the Development of All-Day Kindergartens. Dominic Gullo. Young Children, May 1990. "A consistent experience in one classroom of good quality... with one teacher has to be viewed as better than multiple day care arrangements, each with its different cast of characters, behavior standards, and policies." However, education and care must go hand in hand without compromising the kindergarten curriculum or pressuring children to perform before they are ready.

- 17. Extending Children's Ideas: Concept Webs and Early Childhood Curriculum. Susan H. Workman/ Michael C. Anziano. Day Care and Early Education, Spring 1994. Spiral curriculums are ones that reemerge again and again as the child develops, expanding as newly acquired knowledge and experiences are built. Curriculum "webs" tie together many areas of the classroom curriculum around a single theme or concept.
- 18. Weaving Curriculum Webs: Planning, Guiding, and Recording Curriculum Activities in the Day Care Classroom. Diane E. Levin. Day Care and Early Education, Summer 1986. How curriculum webs are created by building on the children's interests and spontaneous contributions. Suggests other uses for webs, such as, documenting the individual child's activities and interests at regular intervals.
- 19. What is Curriculum for Infants in Family Day Care (or Elsewhere)? Young Children, July 1987. "Let the little one lead; fit into the activity as a follower." Caretaking activities are curriculum. Physical fitness, socializing, relating and communicating are important.
- 20. Putting Real-Life Skills into IEP/IFSPs for Infants and Young Children. Angela R. Notari-Syverson/ Sara Lerner Shuster. Teaching Exceptional Children, Winter 1995. Guidelines for developing educational goals and objectives for children with special needs. Skills taught should have practical meaning within the family context and teaching should be activity based.



✔ I keep picturing all these little kids in this big field of rye...
 If they're running and they don't look where they're going
 I have to come out from somewhere and catch them.
 That's all I'd do all day.
 I'd just be a catcher in the rye and all.
 I know it's crazy.
 -J. D. Salinger, The Catcher in the Rye.

Methods/Planning

- 21. Developmentally Appropriate Programs. Marjorie J. Kostelnik. *ERIC Digest*, July 1993. Explores some of the myths about DAP and outlines the essential traits of this approach to childhood education.
- 22. Reconsidering Developmentally Appropriate Practices. Sue C. Wortham. ACEI Exchange, Summer 1995. Barriers still exist to implementing developmentally appropriate practice, which, in turn, needs to be adjusted to meet the broadening diversity of children.
- 23. Put Portfolios to the Test. Linda Vavrus. *Instructor*, August 1990. One of the top curriculum trends in the country, portfolios are both a way of assessing children's learning as well as recording the progress they've made. Includes the decisions to made when compiling a good portfolio.
- 24. Constructing Student Portfolios: A Process and Product That Fosters Communication With Families. Jeffrey I. Gelfer/ Peggy G. Perkins. Day Care and Early Education, Winter 1992. Four characteristics of an effective assessment procedure: a better understanding of the child's development and the program, activities, teaching and learning styles used; an opportunity for close communication between family and school; information to parents and teachers; and help for children to reflect on their own work. Includes an example of a 5-year-old boy's portfolio.

- 25. Projects in the Early Years. Jeanette A. Hartman/ Carolyn Eckerty. Childhood Education, Spring 1995. Defined as children's "in-depth investigations of topics" that interest them, projects are a popular program approach in education. Preparation, how much time to allow, assessment criteria are some of the points considered.
- 26. What's So New About the Project Approach? Mary Trepanier-Street. Childhood Education, Fall 1993. Early childhood teachers have always used unit themes that captivate children's interests but which are often teacher initiated and controlled. The project approach follows the children's need to expand and explore topics in their own way, at their own pace, on multiple levels and in various curricular areas.
- 27. The Interesting Questions Approach to Learning. Lisa A. Wing. *Childhood Education,* Winter 1992. For school-agers, finding out the answers to their own questions dictates the direction of study and makes learning fun. Suggested interesting questions for delving into history.
- 28. Creating Curriculum as a Workshop...an Interactive Process Involving Children, Teachers, and Families. Julie Kristeller. Scholastic Pre-K Today, November/December 1994. An interactive curriculum for young children will be part planned and part spontaneous. Included are points to consider for achieving a balance between both these elements and curriculum criteria.
- 29. Creating Curriculum Together. Ellen Booth Church. Scholastic Early Childhood Today, February 1995. How to lead a curriculum planning session with children and topics to suggest.
- 30. You Are My Sunshine: A Thematic Unit for Early Childhood. Rose C. Merenda. Day Care and Early Education, Winter 1992. Let the "sun" permeate your whole classroom and all your activities. Many suggestions for a "bright" curriculum unit.
- 31. Young Children's Imagination and Learning: Engaging Children's Emotional Response. Kieran Egan. Young Children, September 1994. Approaching teaching as storytelling is the way to captivate children's interest. Giving them clues and allowing them to unravel a mystery or discover a truth, is better than lecturing.
- 32. Enjoy a Docia Story About "Getting in a Rut". Docia Zavitkovsky. Sometimes teaching techniques that started out well become bad habits and are no longer meaningful or useful.
- 33. There is Enough Learning and Laughter to Go Around. Valerie Bernat. Young Children, May 1995. The games we play in the classroom must also be developmentally appropriate. We must be sensitive to the outcomes of the games we play with children. Choose games and activities in which each child can be a full participant; eliminate old standbys like musical chairs, where all but one player loses and children are left feeling hurt and angry.
- 34. A Program of Play for Infants and Their Caregivers. Fergus P. Hughes/ James Elicker/ Linn C. Veen. Young Children, January 1995. Adult-infant games are beneficial to babies. Understand why, what and when play is important to producing secure and responsive children. List of developmental tasks.
- 35. Caring for the Little Ones: What Makes a Good "Theme" for Toddlers? Karen Miller. Child Care Information Exchange, 5/95. To plan for non-verbal children, one must find their interest, what they like to do repeatedly, which motor skills they are developing and select a theme from there, e.g., "In and Out and Up and Down".
- 36. Integrating Special-Needs Children into a Preschool Setting. Kim Stoddard, Cathy Pike, and Diane Thomas. Day Care and Early Childhood Education, Winter 1994. Curriculum areas to address when adapting for children with special needs and how to modify your teaching behavior, e.g., use peers as helpers and use gestures while speaking.





Behavior Management/ Discipline and Praise

♥ It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture

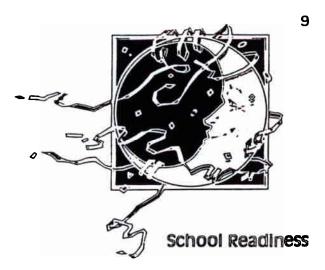
I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or de-humanized.

-Haim Ginott.

- 37. Good Discipline Is, In Large Part, the Result of a Fantastic Curriculum! Young Children, March 1987. Instead of feeling like a zoo-keeper trying to control children, caregivers should achieve compliance by concentrating on the interests of children.
- 38. Are We Confusing Self-Esteem and Narcissism? Lilian G. Katz. Young Children, November 1993. Many well-meant classroom activities encourage consumer-mindedness and self-centeredness instead of creativity and nobleness.
- 39. The Risk of Rewards. Alfie Kohn. *ERIC Digest*, December 1994. Punishment creates anger while achieving short term compliance. Rewards, however, may not make any longer lasting behavior changes nor foster good values. Studies show that people expecting to receive a reward do not perform tasks as well as those who expect nothing. "Rewards cause people to lose interest in whatever they were rewarded for doing".
- 40. Beyond "! Like the Way..." Hermine H. Marshall. Young Children, January 1995. Unequal distribution of public praise and unintended biases on the part of teachers can be damaging to children. Praise for good behavior often goes to children who are least in need of it.
- 41. Everyone is a V.I.P. in This Class. Clare Kosnik. Young Children, November 1993. Creating a positive classroom community with values and traditions builds a child's self-esteem.
- 42. Rule Creating in a Constructivist Classroom Community. Kathryn Castle/ Karen Rogers. Childhood Education, Winter 1993/1994. "Constructivist classrooms, which focus on reasoning rather than recitation, give children greater opportunities to choose and experiment...'When children are allowed to make decisions, they often make the same rules that adults would make; however, they respect the rules that they themselves make more than the same rules imposed on them by adults.'"
- 43. Transitions; Ways to Smooth (or Soothe) Your Busy Days. Priscilla D. Kesting. Day Care and Early Education, Winter 1981. The time between activities can be a nightmare or a smooth lesson of its own. Transition ideas that emphasize skill development, use music, and promote social development are shared here.
- 44. Today's Teacher Tips: Keeping Time Flexible. Scholastic Early Childhood Today, August/September 1994. Targets certain times where variation from the normal schedule is called for. Although its important to follow your daily schedule as closely as possible, try keeping in mind that children are what really matter in your classroom.
- 45. Meeting Many Needs. Amy Laura Dombro. Scholastic Pre-K Today, April 1993. How can one person with two hands care for several babies at one time? Here are some practical suggestions.

♥ No bubble is so iridescent or floats longer than that blown by the successful teacher.
-Sir William Osler.



- 46. Is Your Child Ready To Start Kindergarten? Roberta Israeloff. "Readiness for kindergarten is a deceptively simple concept", says school psychologist E.Bard, Ph.D. Cognitive, linguistic, social, emotional and physical readiness are all factors to be considered. In most cases, if cognitive, linguistic, and perceptual skills are in place, the child is ready for school.
- 47. Off to a Great Start! Kathleen Cushman. *Parents*, October 1992. "School readiness- here's what your preschooler needs most." Curriculum for the home.
- 48. Crossing the Great Divide: The Nursery School Child Goes to Kindergarten. Andrea Edson. Young Children, July 1994. What is kindergarten? Does it meet the needs of a child with years of preschool experience? How does one set up a child-centered kindergarten? How do nursery school and kindergarten differ? How are today's kindergarteners different from the previous generation?
- 49. About Keith: A Slow-to-Get-Going Kindergartner. Mary Clevenger-Bright. Young Children, May 1995. All children are not as ready for a classroom as others and require a sensitive teacher to help them blossom.
- 50. Scissors Skills. Mary E. Maurer. *Texas Child Care*, Fall 1994. Some tips for cutting strategies to make the difficult task of cutting less frustrating for children.
- 51. Getting Ready for School. Carolyn Buhai Haas. *Day Care and Early Education*, Fall 1986. For the very young preschooler, make your own board books and picture cards for prompting color and number identification and building language skills.
- Help for Preschoolers. Constance Carpenter Gagnon. *Day Care and Early Education,* Summer 1986. 10 activities for building pre-reading, -writing and -math skills.
- 53. Weekend Activities: Learning Ideas for You & Your Child, Ages 2 to 6. Scholastic Parent & Child, Spring 1995. Math, science, art and language games to play with 2-6 year-olds; create a texture book, sort with boxes, print with household objects, match lids and containers
- 54. Reproducible Information Sheets: What Children Should Know Before They Attend Kindergarten (English/Spanish), Help Your Child Start a Good School Year, A Good Foundation for Learning.

 Families in Education, Wisconsin Department of Public Instruction. Specific steps for fostering good attitudes and developing basic skills necessary for school success.



♥ A harbor,

even if it is a little harbor,

is a good thing, since adventures come into it as well as go out, and the life in it grows strong, because it takes something from the world and has something to give in return.

-Sarah Orne Jewett, Country Byways.

Group Time

- 55. Why Circle Time? Ellen Booth Church. Scholastic Early Childhood Today, August/September 1994. Feeling a sense of belonging, problem solving, sharing ideas and life events are some of the important things that occur during this ritual. Points for recognizing when group time is and isn't successful.
- Group Time Treasures: Implications for Learning. Pauline Davey Zeece/Marcia Corr. Day Care and Early Education, Fall 1989. Primary goals of group time activities and four steps to leading it successfully.
- 57. Getting Group Time Going. Michelle Sutherland. Scholastic Early Childhood Today, August/September 1993. Keeping group/circle time simple allows time for children to express their individuality and for the teacher to pay attention to each child. Name games, guessing games, and tips for both preschool and kindergarten.
- 58. Here We Are Together: Ideas for Circle Time. Kristen Wilkerson. *Texas Child Care Quarterly*, Summer 1989. Tips for planning circle time; why, when, and what.

Language and Literacy Development



- 59. Beginning Reading and the African American Child at Risk. Doris Walker-Dalhouse. Young Children, November 1993. Reading failure is preventable if teachers use materials that relate to the lives and interests of the specific children they work with. "Cultural and economic factors are responsible for major differences in academic achievement between African American and middle-class Caucasian students...'At Risk'does not mean 'deficient'. Every child brings experiences and thoughts to school about which she can talk, write and read."
- 60. Breaking the Letter-a-Week Tradition: Conveying the Alphabetic Principle to Young Children. Ray Reutzel. *Childhood Education*, Fall 1992. Concepts related to how children learn the alphabetic principle, as opposed to merely teaching the alphabet, make the point that understanding the purpose of letters is a pre-reading requisite.
- 61. What is Whole Language? Jeannine Perez. First Teacher, July/August 1991. Children need a variety of kinds of experiences and learning takes place through several exposures. A philosophy rather than a curriculum, whole language provides many doorways through which a child can enter the land of understanding letters and language. The author defines in a nutshell the pertinence of whole language to prereaders.
- 62. Making Sense of Whole Language; The Pursuit of Informed Teaching. Irene C. Fountas/ Irene L. Hannigan. Childhood Education, Spring 1989. A well-constructed definition of whole language; the basic components, its history and some implications for the classroom.

- 63. SKWL DAS: Emerging Literacy in Children. Rosemary M. Sansone. *Day Care and Early Education*, Fall 1988. "School days" is a child's first writing attempt, the result of having been read to as an infant and young child and allowed to imitate adult writing without correction.
- 64. Goodbye Dittos: A Journey from Skill-Based Teaching to Developmentally Appropriate Language Education in a Bilingual Kindergarten. Yazmin Elizabeth Kuball. Young Children, January 1995. How one teacher was lured into using dittos to drill writing skills, without bringing the children any closer to being literate. Learning about the three developmental stages of writing helped her assess their progress without dittos. How to implement developmentally appropriate writing and why a "print rich" environment is important in a classroom.
- 65. Hey Diddle, the Cat and the Fiddle: What Ever Happened to Mother Goose? Joanne R. Nurss. Day Care and Early Education, Summer 1987. Rhyming is a complex concept which involves separating first sounds from middle vowel and final consonant sounds in words and matching them. Besides being fun, distinguishing phoneme sounds is an important pre-reading skill. Includes a Mother Goose curriculum.
- 66. Let The Story Begin! Open the Box and Set out the Props. Cathleen S. Soundy. Childhood Education, Spring 1993. Storytelling with props is a way to enrich literacy development that does not involve-seatwork. Flannelboards; cutouts, puppets; and relevant props help bridge gaps in learning styles by engaging children's interest and allowing them to learn vocabulary and understand the text in a conversational setting as well as through book reading.
- 67. Speech-Language Development in Bilingual Children: What to Look For. Martha McGlothlin/ Barbara Loera. *Texas Child Care*, Summer 1994. Caregivers play an important role in identifying language disorders in preschoolers, but it can be hard to detect delays when a child is learning several languages simultaneously. A caregiver must be alert to seven areas of communication to assess development.
- 68. Encouraging Extended Conversations With Young Children. Dwight L. Rogers. Day Care and Early Education, Fall 1987. Research shows that other than group time and directing activities, teachers spend little actual time listening and encouraging conversations in children. The false idea that questioning a child encourages conversation, may in fact discourage it. Adult/child exchanges that lead to extended conversations are described here.
- 69. Guidelines for Facilitating Language Development. Dominic F. Gullo. Day Care and Early Education, Winter 1988. "Language can be the integrating force in the early childhood curriculum." Practical principles for applying strategies, collecting materials, adopting attitudes and organizing environmental conditions that will facilitate language growth and development in the classroom.
- 70. Tell Me a Story: Interweaving Cultural and Restorative Strands Into Early Storytelling Experiences. Margaret Humadi Genisio/ Cathleen S. Soundy. Day Care and Early Education, Fall 1994. The exchange of chatter between child and caregiver must not be underestimated. A risk-free, supportive environment is essential to language growth. Spinning yarns together becomes more than entertainment.
- 71. Pictures Are Worth a Thousand Words: Preparation for Speech. Monnie Ryan. Exceptional Parent. May/June 1988. Using photographs and pictures to elicit verbal responses is a way of communicating with shy, speech impaired, or bilingual children. A family album, pictures of favorite foods, body parts, favorite cartoon characters, are a few subject areas that can be personalized to stimulate conversation.

Art (🍾

- 72. Changes How Our Nursery School Replaced Adult-Directed Art Projects With Child-Directed Experiences and Changed to an Accredited, Child-Sensitive, Developmentally Appropriate School. Lou Swanson. *Young Children*, May 1994.
- 73. Art Eases the Process of Attachment and Separation. Simone Alter-Muri. Day Care and Early Education, Fall 1994.
- 74. The Adult's Role in Children's Art Experiences. Susan Morris. Child Care Information Exchange, March/April 1991. A list of dos and don'ts when supervising children's art activities.
- 75. Paper Making is Pleasing for Kids. Susan Moore. Day Care and Early Education, Spring 1981. Making paper is very popular; simple directions using household materials.
- 76. Thinking Skills/Art: Amazing Mazes. Nan Tampline. *Instructor*, March 1995. Let school-agers create their own puzzle mazes.
- 77. Making an African Rainstick. Mary Parks. *Instructor*, January/February 1995. An excellent activity to extend into other curriculum areas; music, movement, social studies, to name a few. Make this rhythm instrument that duplicates the sound of falling rain.
- 78. 10 Lives for Kids' Art. Family Life, September/October 1994. Suggestions for ways to permanently preserve, put to use, or display the many wonderful drawings produced by children.

Science



- 79. Science Activities for Young Children. Jean Shaw, Sally Blake/ Mary Jo Cliatt. Day Care and Early Education, Fall 1992. By first supporting positive attitudes toward science, one can help children gain skills in the science processes of observing, predicting/inferring, and measuring.
- 80. Gobs of Goo. Vicki Cobb. *Day Care and Early Education*, Spring 1984. Create a curriculum around the theme of "goo".
- 81. Activity Plan: Squishy Bag Fun. Scholastic Early Childhood Today, April 1995. Fill freezerbags with "concoctions" to mix by kneading the bags.
- 82. Nature Education and Science. Ruth A. Wilson. Day Care and Early Education, Summer 1993. The development of science appreciation and interest in science around us begins in early childhood. Exploring and discovering how things work is part of the daily life of a child.
- 83. What Will Happen If...Young Children and the Scientific Method. Sprung/ Froschl/Campbell/ Educational Equity Concepts, Inc. Day Care and Early Education, Summer 1986. School-age activity plans for exploring momentum with ramps and balls, and exploring solubility in liquids, with oil and water in bottles.
- 84. Hands-On Science: The Delicious Science of Lollipops. Lynne Kepler. *Instructor*, January/February 1995. Making candy shows children how temperature affects matter.
- 85. Young Children Investigate Science. Susan Pearlman/Kathleen Pericak-Spector. Day Care and Early Education, Summer 1995. Children as scientists: start with children's questions, find answers, record data, take the investigations into all curriculum areas, including dramatic play.

→ Music

- 86. Singing With Children Is a Cinch! Jan Wolf. Young Children, May 1994. Secrets of successful singing with children, choosing songs and how childen learn to sing.
- 87. Singing With Infants and Toddlers. Alice Sterling Honig. Young Children, July 1995. Cherishing children is made evident through the soothing quality of music. Music becomes a springboard for other skills like memorization or motor skills. How the caregiver can get past one's own poor musical self-image.
- 88. Listening: The Key to Early Childhood Music. Kathryn Woodson Barr/ John M. Johnston. Day Care and Early Education, Spring 1989. Listening to music is the most fundamental musical skill that everyone can enjoy and is the basis for further music appreciation. Integrate listening to music into all curriculum areas, even science. How to create a listening center and select music for it.
- 89. Make Time for Music. Charles E. Furman/ Suzanne B. Hanser. Day Care and Early Education, Winter 1981. Besides singing, ways and strategies for teaching music, i.e., chanting and using rhythm instruments with suggested low budget ways to make rhythm sticks and maracas.
- 90. Music is FUNdamental. Peter Stewart/Steve Millang/Ella Jenkins. A collection of articles by a music educator, a recording artist and an early childhood musical personality, inspire with tips on enriching singing activities, moving to music and opening cultural vistas to children.
- 91. 0 To 2, Infants & Toddlers Today: Introducing Music. Amy Laura Dombro. Scholastic Early Childhood Today, April 1995. Why music is important to a program for the youngest and how you should be sharing it.
- 92. Rhythm is a Part of Me! Ellen Booth Church. Scholastic Early Childhood Today, April 1995. What rhythm skills can you expect at different ages and suggestions for keeping the beat.

♠ Math

- 93. Using Mathematical Language to Enhance Mathematical Conceptualization. Dyanne M. Tracy. Childhood Education, Summer 1994. Are teachers using math terms correctly? Imprecise language is not necessary if one is first made aware. For instance, a "diamond" is actually a "rhombus" and is no more difficult for a preschooler to pronounce or identify than a "diamond".
- 94. Discovering Math. Pitcher/Feinberg/Alexander. Scholastic Pre-K Today, February 1992. "As children participate in everyday math-related experiences such as cooking and building, they acquire an understanding of skills they will use for the rest of their lives." Description of types of manipulatives and a glossary of math concepts. Includes section on anti-bias math.
- 95. How and Why to Teach All Aspects of Preschool and Kindergarten Math Naturally, Democratically, and Effectively (For Teachers Who Don't Believe in Academic Programs, Who Do Believe in Educational Excellence, and Who Find Math Boring to the Max) Part 2. Polly Greenberg. Young Children, January 1994. Many exciting ideas and issues: theme math, such as "Frog Math"; edible math materials; most asked questions by teachers, i.e., "Why not teach the whole group at once?"; teaching math during everyday occurrences; gender equity in math; what directors and principals can do to boost a math program; and suggested resources.

- 96. Math Magic. Super Snack News, June 1992. Activities with snack food manipulatives to build concepts of quantity, size, shape, seriation, time, sequencing, fractions, and estimating.
- 97. Literature and Mathematics in Preschool and Primary: The Right Connection. David J. Whitin. Young Children, January 1994. Mathematics is a part of daily living in the classroom and evolves naturally. Attendance taking, lunch counting, or table setting can become inventive exploration time; as children learn of the passage of time from the calendar, the discussion can lead to place value, or counting the ears on each child when taking attendance can lead to counting in multiples.
- 98. Using Picture Books to Teach Mathmatical Concepts. Joan McMath/ Margaret A. King. Day Care and Early Education, Spring 1994. Children begin early with concepts of quantity. By building on the conversations that take place while reading and looking at pictures, providers and teachers can lead the children into more math exploration. Many activity suggestions.
- 99. Seriation. Sandra Anselmo. *Day Care and Early Education*, Fall 1985. Activities for practicing "big, bigger, biggest", "small, smaller, smallest", "more, less", etc. Toddlers to school-agers.
- 100. Recipes for Fun and Learning: Shapes. Carolyn Buhai Haas. Day Care and Early Education, Fall 1985. Make a shape-matching box for fitting blocks through lid holes of corresponding shape, go on a shape scavenger hunt, and explore the button box for unusual shapes.
- 101. Measuring Graphing & Estimating. Ellen Booth Church. Scholastic Pre-K Today, February 1992. Using concrete objects, or manipulatives, to sort and measure, children learn to relate to size and numbers and can eventually predict results. Preschoolers like this as group project.
- 102. Telling Time. Louise Kurshan. *Day Care and Early Education,* Spring 1984. Activities to help preschoolers develop a sense of time through illustrating sequence.
- 103. Math in a Button Box. Carol Seefeldt. Day Care and Early Education, Spring 1981. Using Grandma's button box for manipulatives, try sorting, matching, and counting skillbuilding activities with buttons or other suggested "collectibles", e.g., greeting cards, rocks, carpet scraps. Safety precautions mentioned.
- 104. It's All in the Cards! Doris Dillon. *Instructor*, September 1994. " Playing cards can be fun learning tools for students, building verbal, mental and social skills." Game suggestions.
- 105. Bath Math. Beth W. Carter. *Parents,* February 1988. Math skills are reenforced throughout the day in various routine activities, like lining up the ducks in the bath tub. Many ideas for creating purposeful math situations.

More Items To Keep

Continuing Education Calendar. Order an up-to-date, eight-page list of training 106. events, workshops, conferences, and courses pertaining to the field of child care and early childhood education with phone numbers to contact for further information and registration.

WECA Conference...October 20-21...La Crosse...(800) 783-9322 October 19: Preconference on Inclusive Child Care.

- List of Popular Vendors of Materials for Early Childhood Programs. Addresses and phone 107. numbers for ordering commercial catalogues and being put on company mailing lists.
- BL-22 Booklist: Preschool Curriculum and Programming. 136 more of CCIC's books available with curriculum ideas, and guidelines for planning for various age levels. For help in selecting books from this list, feel free to discuss your choices with CCIC staff. Other booklist topics relevant to planning your curriculum are:
- BL-2 Booklist: Arts and Crafts.
- BL-3 Booklist: Books and Reading.
- BL-14 **Booklist: Games and Movement Activities.**
- BL-16 Booklist: High/Scope.
- Booklist: Infants, Toddlers and Twos. BL-17
- BL-18 **Booklist: Mathematics.**
- Booklist: Music. BL-19
- **BL-25** Booklist: Science.





Rew "Windows On..." Brochures

In order to simplify your selection dilemma, we have compiled short lists of selected items from CCIC. to borrow (videos, audiocassettes, and books) and to keep (photocopied articles and brochures). Some new topics of interest to providers/early childhood educators have been added to our brochure series called "Window On..". Just order them by topic title:

Window on...

ADD (Attention Deficit Disorder) Advocacy Update Conferences Discipline Divorce Language Development **Parent Partnerships** Sex Education Staff Evaluations

Advocacy **Environments** Field Trips Health & Safety **Imaginary Play** Separation Science Siblings Sleep Stress & Burnout Television

Toys







Violence

To order, call CCIC: 1-800-362-7353.

(608) 224-5388 **♥**



Books To Borrow



- 108. PREVENTING PROBLEM BEHAVIORS AND RAISING ACADEMIC PERFORMANCE IN WISCONSIN CHILDREN. The Impact of School Age Child Care Programs Associated with UW-Extension. A Joint Project of UW-Madison and UW-Extension Faculty, 1994.
- 109. PROFESSIONALISM AND THE EARLY CHILDHOOD PRACTITIONER. Bernard Spodek/Olivia N. Saracho/Donald L. Peters, editors. Collection of articles defining professionalism, including: "Women, the Dilemmas of the Profession", "Men in Early Childhood Education", "On Becoming Knowledgeable Professionals", "The Child Development Associate Credential and the Educationally Disenfranchised".
- 110. TRAINING TEACHERS: A Harvest of Theory and Practice. Margie Carter/ Deb Curtis. The mentoring approach to adult learning and teacher education is growing in use; mentoring another teacher causes both teachers to reflect, adjust and, hopefully, improve the quality of their teaching. This book guides one through the process with ideas, or strategies, for gaining new behaviors, or dispositions.
- 111. <u>GROWING TEACHERS.</u> Partnerships in Staff Development. Elizabeth Jones, editor. *NAEYC*. Mentoring and teacher partnerships can help all participants as they work and "grow" together. Examples of successful progams and staff development strategies.
- 112. <u>STARTING SCHOOL.</u> From Separation to Independence. A Guide for Early Childhood Teachers. Nancy Balaban. Curriculum is not just a series of lesson plans and schedules but begins with the teacher and that teacher's knowledge of the development of the individual children in the specific group served. Deals with the roles of parents and teachers in using the curriculum to help the child mature confidently.
- 113. <u>CHANGING KINDERGARTENS.</u> Four Success Stories. Stacie G. Goffin/Dolores A. Stegelin, editors. *NAEYC*. Current policies and practices; teachers as change agents; the principal's perspective; the superintendent's view and developmentally appropriate practice; and the power of the parents in advocating for their childrens' best interests.
- 114. <u>EDUCATIONALLY APPROPRIATE KINDERGARTEN PRACTICES.</u> Bernard Spodek, editor. "Some of the subjects covered are what should be taught, developing integrated units, long-term projects, emergent literacy, multicultural perspectives, and creating meaningful programs."

- 115. <u>DEVELOPMENTALLY APPROPRIATE TEACHING IN EARLY CHILDHOOD: CURRICULUM, IMPLEMENTATION, EVALUATION.</u> Dominic F. Gullo. "In a very practical way, this book explores: matching early childhood education practices to how children learn, creating a classroom environment that facilitates learning and development, recognizing and planning for the continuity of child development and promoting parent involvement. Includes a two-week, integrated, K-level farm unit, with sample letters to parents, group and center activities, and expected outcomes."
- 116. <u>DEVELOPMENTALLY APPROPRIATE PRACTICE IN SCHOOL-AGE CHILD CARE PROGRAMS.</u>
 An Initiative of Project Home Safe, a Program of the American Home Economics Association.
 Kay M. Albrecht/ Margaret C. Plantz. Principles and examples of good practices (contrasted with examples of inappropriate practices in the same situation), program planning and assessment.
- 117. <u>EARLY CHILDHOOD EDUCATION IN THE SCHOOLS.</u> Jerold P. Bauch, editor. Contributions by Elkind, Caldwell, Kamii, Comer, Spodek, Weikart, Schweinart, Zigler, Powell, Hymes, and others, on these key early childhood educational elements: historical perspectives; policy decisions; issues, trends, and directions; preschool programs; the curriculum; evaluation; technology; parental involvement; child behavior and discipline; and the future.
- 118. <u>STEINER EDUCATION IN THEORY AND PRACTICE.</u> Gilbert Childs. Rudolph Steiner, a nineteenth century German philosopher, evolved a holistic, "spiritual-scientific" approach to education which led to the founding of Steiner or Waldorf schools.
- THE HUNDRED LANGUAGES OF CHILDREN. The Reggio Emilia Approach to Early Childhood Education. Carolyn Edwards/ Lella Gandini/ George Forman, editors. The city-run preschool program in Reggio Emilia, a village in Italy, has been the object of admiration and study by American educators. The reflections of Italian educators on curriculum, teaching methods, physical environments and much more are collected here.
- 120. MONTESSORI IN CONTEMPORARY AMERICAN CULTURE. Margaret Howard Loeffler, editor. The results of a 1990 symposium on the "Americanization" of the principles and ideas of Maria Montessori and the impact of the teaching method on the American community.
- 121. <u>TOTAL LEARNING.</u> Developmental Curriculum for the Young Child. Joanne Hendrick. A readable textbook on how to prepare a curriculum and why; the ingredients that go into planning for the individual child, i.e., how to write behavioral objectives, and record and evaluate behavior; summaries of research studies focusing on pertinent aspects of child development.
- 122. A PRACTICAL GUIDE TO EARLY CHILDHOOD CURRICULUM. Eliason & Jenkins. A textbook offering a professional approach to curriculum planning; concepts and ideas for unit planning, examples of lesson plans, approaches for teaching the lessons, daily progression through a week's curriculum, breakdown of curricular areas to focus on, as well as names and addresses of resources, vendors and organizations offering more information for classroom planning.
- 123. <u>CARING FOR SCHOOL AGE CHILDREN.</u> Phyllis Click. A guide to planning a program for children ages 5-12, written specifically for the teacher-caregiver, with six chapters devoted to curriculum planning.
- 124. <u>DIRECTOR TIPS.</u> Nancy-Jo Hereford, editor. Scholastic Pre-K Today. "Chapter Three: Curriculum Concerns", is of particular interest. Ways to communicate with parents about the master plan and the fine details of your program.

- 125. TODDLERS TOGETHER. Cynthia Catlin. The Complete Planning Guide For A Toddler Curriculum. Arranged for the child's progression through the year, starting with "adjustment to the group" and "learning routines", and onward to themes such as "pets" and "shoes and socks". List of words to use, skills to be emphasized, materials needed, appropriate age for the activity, teaching hints, and ways for repetition.
- 126. PLANNING ACTIVITIES FOR CHILD CARE. A Curriculum Guide for Early Childhood Education. Caroline Spang Rosser. Multi-faceted ideabook; learning center ideas, large muscle and outdoor activities, lessons built around individual nursery rhymes. Lists of supplies and activities to provide for different age levels and curriculum areas. Sample weekly plans and daily schedules.
- 127. PLANNING A THEME-BASED CURRICULUM. Goals, Themes, Activities, and Planning Guides for 4's and 5's. Carla F. Berry/Gayle Mindes. Excellent guide for planning an integrated curriculum; covers a variety of considerations, e.g., planning the room arrangement, involving the family, identifying objectives, and coordinating the developmental domains so as to provide a balanced emphasis in activities.
- 128. THEMESTORMING. How to Build a Theme-Based Curriculum the Easy Way. Jone Becker/Karen Reid/Pat Steinhaus/Peggy Wieck. Fun themes like "Mud Puddle, Soap & Bubbles" or "Meanies, Monsters and Make-Believe" presented with age appropriate identification, list of easy-to-find materials, what to do and what more to do. Written by early childhood teachers of at-risk students.
- 129. <u>EMERGENT CURRICULUM.</u> E. Jones/J. Nimmo: A center moves through the year, adjusting and adding to the curriculum as a response to the children's interests.
- 130. REACHING POTENTIALS: APPROPRIATE CURRICULUM AND ASSESSMENT FOR YOUNG CHILDREN, Volume 1. Sue Bredekamp/Teresa Rosegrant, editors.
- 131. <u>ENGAGING CHILDREN'S MINDS: THE PROJECT APPROACH.</u> Lilian G. Katz/Sylvia C. Chard. How to plan and carry out short-term or lengthier projects for children and aspects to vary for differing age and ability levels.
- 132. KIDS" TIME: A SCHOOL AGE CARE PROGRAM GUIDE. Child Development Division, California Department of Education. Activities that integrate developmental areas. Program elements for caregivers to focus on, e.g., varying activities, presentation methods, types of intelligences and related school age activities, creating a child care environment in shared space.
- 133. GAMES TEACHERS MAKE. Joyce Gallagher. Not only game ideas and instructions for making them, but guidelines for creating your own games, things to consider and ways to fix problems that arise.

- 134. BASIC BEGINNINGS: A HANDBOOK OF LEARNING GAMES AND ACTIVITIES FOR YOUNG CHILDREN. With Special Units for Teachers' Aides and Helping Parents. Audrey Burie Kirchner. Lesson plans include activity title, purpose, materials, preparation, directions to child, procedures, examples of responses to expect, variations, and follow-up.
- 135. GROUP GAMES IN EARLY EDUCATION: IMPLICATIONS OF PIAGET'S THEORY. Constance Kamii/Rheta DeVries. NAEYC. What are good group games? Besides ideas for group games, appropriate teaching practices are addressed, the children's play, the value of the game, the teacher's role as facilitator, and the amount of intervention and follow-up.
- 136. GAMES TO PLAY WITH TWO YEAR OLDS. Jackie Silberg. Activities for young, middle and older two-year-olds, identified as to expected learning outcome with extremely easy-to-follow step-by-step procedures.
- 137. GAMES TO PLAY WITH BABIES. Jackie Silberg. Things to do with the 0-3 month-old, 3-6, 6-9 and 9-12 month-old. Some activities are aimed at specific goals, others are just for fun.
- 138. <u>OUTDOOR ACTION GAMES FOR ELEMENTARY CHILDREN.</u> Active Games & Academic Activities for Fun & Fitness. David R. Foster/ James L. Overholt.
- 139. <u>HELLO TOES! MOVEMENT GAMES FOR CHILDREN.</u> Anne Lief Barlin/Nurit Kalev. Activities for stimulating movement and the sensory capabilites of the feet, e.g., holding a pencil and writing with one's toes. Many adult/child interactive activities.
- 140. MORE THAN MOVEMENT. Sharon A. Scherr. Many ideas for group gymnastics, stretching, and using simple equipment, e.g., hula hoops and jumpropes.
- 141. THE EARLY CHILDHOOD TEACHER'S EVERY-DAY-ALL-DAY-LONG BOOK OF UNITS, ACTIVITIES & PATTERNS. Imagene Forte.
- 142. <u>MULTI-PLAY.</u> Sensory Activities for School Readiness. Gerri A. Duran/Sharon Klenke-Ormiston. A checklist of skills-to-develop helps identify which game to select. Signs to look for when troubleshooting for delays. Targeted for kindergarten with three difficulty levels.
- 143. THE BUSY CLASSROOM. A Preschool Teacher's Monthly Book of Creative Activities. Patty Claycomb. Activities and crafts projects for three and four-year-olds for every day of the year, each month's activities based around a theme.
- 144. PRESCHOOL ART. "It's the process not the product." Mary Ann Kohl. Many senses derive pleasure from these new process-oriented ideas; try painting with buttermilk and chalk, or make cheese sculptures, paint with shoe polish or draw on sandpaper with cinnamon sticks.

- 145. <u>CRAYONS AND MARKERS.</u> Imogene Forte. Many fun ideas for children to do using crayons and markers and materials found around the house.
- 146. BOX CRAFTS. Imogene Forte. Over 50 Things to Make and Do with Boxes of Every Size.
- 147. RAINBOW FUN. Imogene Forte. Science, art, language and cooking activities, using a variety of materials. Children can create rainbows and play with colors in many ways.
- 148. THE MONTH BY MONTH TREASURE BOX. Crafty Things To Do With Young Children. Sally Patrick/Vicky Schwartz/Pat LoPresti. Many of the old faithful craft projects, like egg carton tulips, that the children can make themselves with little adult help.
- 149. <u>EXPLORE AND CREATE.</u> Activities for Young Children: art, games, cooking, science and math. Hibner/Cromwell, editors. Many ideas for easily-accomplished projects.
- 150. COUNTING ON MATH. Kathy Faggella/Martha Hayes. Explains to the teacher why one should teach the lesson and how the children will learn from it. Activity ideas for typical unit themes, e.g., seasons, community helpers. Activities also identified by skills they strengthen.
- 151. <u>1-2-3 MATH.</u> Pre-Math Activities for Working With Young Children. Jean Warren. Easy-to-follow and visually fun directions for hands-on skillbuilding activities. Matching, one-to-one correspondence, sorting, spatial relationships, measuring, etc.
- 152. <u>EATING FRACTIONS.</u> Bruce McMillan. Vivid color photos capture the personalities of the youngsters participating in a lighthearted look at fractions, as they appear in the kitchen.
- 153. THE LEARNING CIRCLE. A Preschool Teacher's Guide to Circle Time. Patty Claycomb.
- 154. PICTURE BOOK STORYTELLING. Literature Activities for Young Children. Janice J. Beaty.
- 155. TRANSITION MAGICIAN. Strategies for Guiding Young Children in Early Childhood Programs. Nola Larson/ Mary Henthorne/ Barbara Plum. An ounce of prevention is worth the effort when planning for the inevitable times when a group must wait, settle down, regroup, listen to directions, etc. These ideas for different types of transitions in your group help maintain order while making behaving fun for everyone.
- 156. TRANSITION TIME. Jean Feldman. Let's Do Something Different. A planning guide for leading children through a range of activities during the day.
- 157. 500 FIVE MINUTE GAMES. Jackie Silberg. Quick and Easy Activities for 3 to 6 Year Olds.
- 158. <u>ONE-MINUTE GAME GUIDE.</u> Chalkboard Learning Games for the Elementary Grades. Seymour Metzner.
- 159. <u>100 BLACKBOARD GAMES.</u> For reading, spelling, arithmetic, language, science, social studies. Leslie Landin. Plan for "transition time", make use of extra minutes to reward tasks completed, or offer "texture" to your lessons by playing blackboard games, many which allow primary and intermediate grade children to draw on the blackboard themselves.



Audiovisual Materials To Borrow

160. THE DAILY ROUTINE: A DAY AT THE HIGH/SCOPE PRESCHOOL. Ypsilanti, MI: High/Scope Press, 1990. VHS, color, 17 min.

Shot entirely at High/Scope's half-day demonstration preschool, this video takes you through their daily routine--greeting/circle time, planning, work, clean-up, recall, snack, circle, small-group, outside, and departure times--giving you the rationale for each segment of the day. Stresses the importance of consistency, shared control, collaboration, and the plan-do-review process in the High/Scope Preschool Curriculum.

EXPERIENCING AND REPRESENTING. Ypsilanti, MI: High/Scope Educational Research Foundation, 1974. 4 VHS, color videotapes, 48 min. total.

- 161. Tape 1. Representing: A Way Children Learn. 12 min. All sorts of preschool activities to help children become familiar with the abstractions they will need to understand in order to do well in school.
- 162. Tape 2. Starting with Direct Experience. 12 min. It is important that children have meaningful, concrete, direct experiences before being expected to represent them.
- 163. Tape 3. From Direct Experience to Representations. 8 min. After a trip to a gas station, teachers put out materials in many activity areas to allow kids to remember and represent and build upon their experiences on the field trip.
- 164. Tape 4. Strategies for Supporting Representational Activity. 16 min. Talking with children about experiences they have just had, letting children use various media, writing down what children say, etc.

GUIDELINES FOR EVALUATING ACTIVITIES. Ypsilanti, MI: High/Scope Educational Research Foundation, 1974. 3 VHS, black & white videotapes, 58 min. total. Without editorial comment, each tape shows the same teacher using two very different teaching styles--the High/Scope approach and the opposite--and the reactions of the children to each.

- 165. Tape 1. Contrasting Teaching Styles: Small-Group Time. 18 min. Learning about apples after a visit to an orchard.
- 166. Tape 2. Contrasting Teaching Styles: Work Time: The Art Area. 22 min. Making rabbits.
- 167. Tape 3. Contrasting Teaching Styles: Circle Time. 18 min. Learning about animals.

HELPING CHILDREN MAKE CHOICES AND DECISIONS. Ypsilanti, MI: High/Scope Educational Research Foundation, 1974. 5 VHS, color videotapes, 33 min. total. Tapes on fostering responsibility.

- 168. Tape 1. A Good Classroom Is a Classroom Full of Choices. 7 min. When teachers structure the environment for many different activities and have plenty of materials on hand for lots of choices, children develop the ability to make decisions for themselves.
- 169. Tape 2. Questions That Help Children Develop Their Ideas. 7 min. Questions teachers can ask to help a child think out a plan more completely and creatively.
- 170. Tape 3. Exploring the Possibilities of the Room. 7 min. For children to make responsible choices and structure their own time, they need to know what materials are available.
- 171. Tape 4. Acknowledging Children's Choices and Decisions. 6 min. How teachers can help a child get the most out of the plan-do-review process.
- 172. Tape 5. Planning Activities That Include Choices. 6 min. An activity is well-designed when there is no one right way to do it.
- 173. KEY EXPERIENCES FOR INTELLECTUAL DEVELOPMENT DURING THE PRESCHOOL YEARS.
 Ypsilanti, MI: High/Scope Educational Research Foundation, 1976. VHS, color, 19 min.

Discusses the eight groups of key experiences around which the High/Scope preschool curriculum is organized and shows examples of each: action, using language, representing, classification, seriation, number concepts, temporal relations, spatial relations.

174. LEARNING ABOUT TIME IN THE PRESCHOOL YEARS. Ypsilanti, MI: High/Scope Educational Research Foundation, 1976. VHS, black & white, 38 min.

How children understand the concept of time and how teachers can set up experiences to help preschoolers understand time better.

175. SPATIAL LEARNING IN THE PRESCHOOL YEARS. Ypsilanti, MI: High/Scope Educational Research Foundation, 1976. VHS, black & white, 1976.

How children understand the concept of space and spatial relations in the preschool years and what teachers can do to further children's understanding.

176. TEAM PLANNING IN THE COGNITIVELY ORIENTED CURRICULUM. Ypsilanti, MI: High/Scope Educational Research Foundation, 1977. VHS, black & white, 18 min.

On a daily basis, High/Scope teachers review and plan as a team in order to blend their goals with the children's own interests and experiences, and turn the successes and problems of one day into plans and strategies for the next.

177. THINKING AND REASONING IN PRESCHOOL CHILDREN. Ypsilanti, MI: High/Scope Educational Research Foundation, 1976. VHS, black & white, 23 min.

Teachers can better understand and support learning if they understand how young children reason. Basing their comments on Piaget's developmental theory, various High/Scope experts tell how preschoolers explain the world around them.

SUPPORTING COMMUNICATION AMONG PRESCHOOLERS. Ypsilanti, MI: High/Scope Educational Research Foundation, 1976. 7 segments on 3 VHS, black & white videotapes, 78 min. total (20 + 43 + 15 min.)

- 178. Tape 1. An Important Goal
 Opportunities in the Classroom
- 179. Tape 2. Encouraging Interaction and Cooperation

Referring One Child's Questions or Problems to Another Interpreting and "Delivering" Messages Encouraging Active Listening

180. Tape 3. Examples for Discussion



- 181. *LEARNING THROUGH PLAY: Planning for Success in Family Child Care*. Hiawatha, KS; Alpine Video Productions, 1994. VHS, color, 15 min.
- 182. HOW TO START A FAMILY DAY CARE. Produced by Doris Raphael and Douglas Weisman. Boston, MA: Day Care Video Progams, 1994. VHS, color, 48 min. + viewer's guide. An overview of what is involved in starting and operating a family day care business. Shows a variety of styles of care and home types.
- 183. FAMILY DAY CARE: VILLAGE OF KINDNESS. New series developed by Chip Donahue. Madison, WI: UW-Madison, 1995. VHS, color, 10 thirty-minute tapes + companion book by Joan Laurion, Village of Kindness. Also to be shown on public television (see page 25).
- 184. FANTASY, FRIENDSHIP, FAIRNESS--AND FEAR: THE FOUR F'S IN A YOUNG CHILD'S LIFE. By Vivian Gussey Paley. Madison, WI: CCIC, 1994. VHS, color, 51 min.

WECA Keynote Address/WECA Conference October, 1994. Master teacher Vivian Gussin Paley shares some of the stories she and the children in her class create and elaborate upon during their play. The way these intense and inventive children use play to grapple with the developmental issues facing them will move you as it did Paley's audience for this 1994 WECA Statewide Conference keynote speech.

- 185. REDUCING THE RISK: AN EDUCATIONAL PROGRAM FOR CONTROLLING INFECTIOUS DISEASE IN CHILD CARE SETTINGS. St Paul, MN; Early Childhood Directors Association, 1994. VHS, color, 23 min. + study guide.
- 186. WHAT EVERY CHILD NEEDS. The Economics of Child Care and Education. Cost & Quality Team at the University of Colorado at Denver. Boulder, CO; Chariot Productions. 1993. Mary I. Culkin, Suzanne Helburn, John R. Morris. VHS, color, 32 min. + study guide.
- 187. CAREER ENCOUNTERS: EARLY CHILDHOOD EDUCATION. NAEYC. 1994. VHS, color, 28 min. Professionals in various careers in the early childhood education field demonstrate developmentally appropriate practice in a variety of settings.
- 188. TEACHER IN TRANSITION: ROOM TO GROW. NAEYC. 1994. VHS, color, 23 min. Focuses on primary teachers who are trying to implement developmentally appropriate practice in various settings, rural and urban.

Promises

As the provider, I will:

- ♥ greet each child with a smile.
- ♥ hug each child at least once a day.
- ♥ listen to and respect each child.
- ♥ sincerely give each child praise.
- ♥ discipline calmly and fairly.
- ♥ plan at least one special activity each day.
- ♥ have age appropriate toys available for all children.
- ♥ read aloud to the children.
- ♥ start each day with the toys picked up.
- ♥ start each day with a clean bathroom.
- ♥ serve nutritious, well balanced snacks and meals.
- ♥ end the day by telling the parent one positive thing that happened to his child that day.

As the parent, I will:

- ♥ tell my provider that she is doing a good job.
- ♥ talk to my provider about my concerns for my child.
- ♥ support and follow through on appropriate discipline we agree upon.
- ♥ bring my child appropriately dressed for the weather and day activities.
- ♥ pick up my child on time.
- ♥ call my provider when I am going to be late for arrival or pick-up.
- ♥ pick up my child immediately if he is sick.
- ♥ call my provider immediately when my child won't be attending.
- ♥ inform my provider of any changes in address or telephone number, at home or work or changes in doctor or medical insurance.
- ♥ pay my provider on time.
- ♥ abide by my provider's contract/child care agreement.



Resources Elsewhere

FREE guide to help communities and schools develop programs for violence prevention, entitled *Preventing Violence: A Framework for Schools and Communities*, by the Comprehensive Health Education Foundation. Phone: (800) 323-2433.

Free community resource guide, *Act Against Violence*, offers a curriculum to prevent or reduce violence. Co-produced by The Nat'l Campaign to Reduce Youth Violence and WNET-13 TV in NY City. Contact: Act Against Violence, Thirteen/WNET, P.O.Box 245, Little Falls, NJ 07424-9876.

FREE booklet: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs. Contact: The Nat'l Maternal and Child Health Clearinghouse, 8201 Greensboro Dr., Ste. 600, McLean, VA 22102. Phone: (703) 821-8955, ext. 254 or 265.

Free booklet: Family Fire Safety Guide. Besides fire prevention tips, this guide includes suggestions for preparations in case of fire, a home hazard survey, and a household inventory checklist. Contact: Sentry Group, 900 Linden Ave., Rochester, NY. (800) 828-1438.

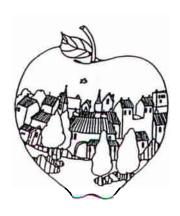
Free brochure: A Guide to Children's Shoes. Send a self-addressed, stamped business size envelope to the American Orthopaedic Foot and Ankle Society (AOFAS), 701 - 16th Ave, Seattle, WA 98122.

Check your public library to see if they are among the libraries that have created storybox systems for lending to day care centers. The boxes contain books, videos, resource materials, activities, story props, teacher manuals and busy bags for parent-child evening activities.

Did you know that children may experience hearing loss after middle-ear infections; administering the full dosage of medication is important. For information on ear infections, call the American Speech-Language-Hearing Association at (800) MY-EARS-1, (693-2771). For free hearing aids and medical services to eligible children under age 16, phone Miracle-Ear Children's Foundation, (800) 234-5422.

Free resource package of activities focusing on population trends for building map- and graph-reading skills in school-agers, grades 3-8. Write Census Bureau Education Program, Data User Services Division, Dept. IM, Washington, D.C. 20233-8300, or phone (301) 763-1510.

Free Community Action Guide for Children's Fire Safety Education Program, <u>Safer Kids!</u> Contact: BIC, c/o Fire Safety Program Fulfillment Center, 90 Second St., Mineola, NY 11501.



Ideas

Remember: The ideas given in this section of our newsletter are not all appropriate for every child's age and stage. Please remember to judge the safety hazards and learning value of these activity ideas by the developmental level and abilities of your group.

Books on Tape

Select books that match the interest and age level of the children in your group. If you are borrowing them from the library, ask the children to illustrate their favorite parts on 8 1/2" x 11" paper, in order to create your own book-to-keep. Put the illustrations in plastic sheet protectors in a three-ring binder. Use a bell, rattle, or tambourine to signify when to turn the pages in the new or original book. Engage the help of parents in reading the book into the taperecorder. Their own children might assist them by making the page-turning signal. The children will be proud of their own parents and become acquainted with the voices of the other children's parents. In a mixed-age group, older children will love to record their own voices and the younger children enjoy listening to them. Begin the taping by stating the title of the book, the author, the reader and instructions to turn the page when they hear "this" sound. A suggested ending would include "thank you" and "please put the book away carefully with the tape or if you would like to hear it again, rewind it and start at the beginning".

Big Books

Make your own big books from a 12"x18" spiral-bound drawing tablet. For an original story, draw pictures or cut out magazine pictures to accompany a story dictated by the children, and glue them to the large pages. To enlarge the exact image from a favorite book, tape a piece of 12" x 18" paper to the wall. Use an opaque or overhead projector to shine through the single page and project the image onto the paper, adjusting the distance/size to fit the paper. Trace around the image and color in afterward. Trim the paper edges and glue into the tablet. Glue colored construction paper to the front and back covers. Glue an appropriate smaller picture or design to the cover, leaving room to write the book title and author with a felt-tipped marker. Covering the pages with clear contact paper protects and strengthens them.

New From Old Crayons

Save all crayon stubs. When you have the equivalent of several cups worth, have the children sort them according to colors. Place cupcake liners in muffin tins. After peeling off all the old paper, fill the tins with crayons of similar colors. Melt in the oven until smooth. Cool thoroughly. Remove cupcake liner. The children will enjoy the larger shaped crayons that can make a wide stripe on paper. For a variegated crayon, put different colors together in the tin. Do not overbake the crayons.

Circle Time Starter

To help children settle down, peak their interest, and engage them in a movement activity when "transitioning" from one activity to circle time, start with a movement that they can observe and then mimic. You might say, "If you're ready to begin, do what I'm doing." Then rub your nose, lick your lips, pat your knee, etc. To ensure compliance, choose one of the children to lead the motion, "If you're ready to begin, do what Polly is doing." Then allow every child a turn before beginning circle time.

Colored Salt

Rub colored chalk in the bottom of a mixing bowl, creating a fine powder. Mix in salt till you reach the shade of choice. Layer different colors of salt in a baby food jar. Slowly tipping the jar from side to side or poking hills and valleys into the stripes with a pencil is fascinating. The colors will eventually mix together. The colored salt can also be used for many effects in combination with painting and gluing.

Idea 1: Paint a picture with clear water. Before the water dries, sprinkle the picture with colored salt.

Idea 2: Paint liberally with glue on cardboard, tagboard, or construction paper. Sprinkle liberally with colored salt.

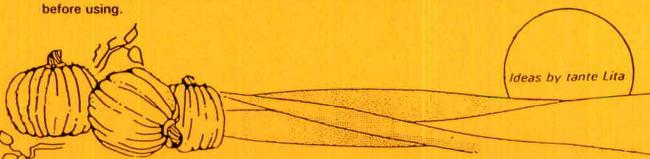
Clay Mosaic

Press modeling clay onto a ca. 8"x 8"piece of cardboard, using thumbs or table knives, until it is evenly spread at 1/2" thickness to the edges. Carve a picture in the clay with the knife or the pointed end of a paintbrush or pencil. Using a variety of beans, i.e., kidney, lentils, navy, fill in the design by sticking the beans into the clay. Fill in the background as well, so that the entire piece is covered with beans. To hang, thread a string through holes made in both corners of the upper edge and tie ends together. Or if the children want to rework the pictures again and again, remove the beans, even out the surface and start over. For variety, use shells, rocks, yarn, or colored salt. Use modeling clay in different colors for a variegated background.

Bubble Blowers

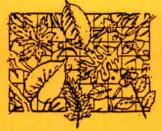


Remove the lid from an empty soup can. Poke a hole through the center of the opposite end by hammering a nail through it. Lay a 5" x 5" piece of cheesecloth over the open end and secure it there with a rubber band. Make bubble solution by mixing one part Joy or Dawn dishwashing liquid with eight parts water in a 1-liter pop bottle. Pour a portion of the solution into a pie tin. Dip the cheesecloth end of the can into the solution. Then blow gently through the hole in the other end. A pile of bubbles will grow out of the cheesecloth. See how long a bubble chain you can make. A coat hanger pulled into the shape of a diamond and covered with cheese cloth will also create a string of bubbles that can be waved into production. Other bubble maker ideas are plastic six-pack can holders and plastic funnels. For stronger, firmer bubbles, add 1/2 ounce glycerine (found in drugstores) and 2 tsp. salt to a mixture of 10 ounces water and 3 ounces soap. Let the mixture stand a few days before using.



Next Issue: MORE CURRICULUM...





Featuring: Facility Design, Playgrounds, Room Arrangement, Bulletin Boards, Equipment Ideas, Listening and Observing, Social Development, Meals and Nutrition.

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